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ABSTRACT

This survey describes career education activities for grades K-12 and for reading and special education classes in the Battle Creek, Michigan Public Schools. Activities, purposes and resources of career education are given individually for kindergarten through grade six; junior and senior high school activities are listed in two other sections. Career education at the elementary level emphasizes understanding the relationships among different jobs, interdependency of jobs, good work attitudes, and the varied activities required of particular kinds of jobs. The secondary career education program highlights the content of particular school subjects which are relevant to increasing students' awareness of career alternatives. The special education career program features readiness activities that develop positive work habits and positive attitudes toward work by emphasizing high standards of performance, punctuality, reliability, responsibility and initiative, and acceptance of constructive criticism. (Author/JCD)

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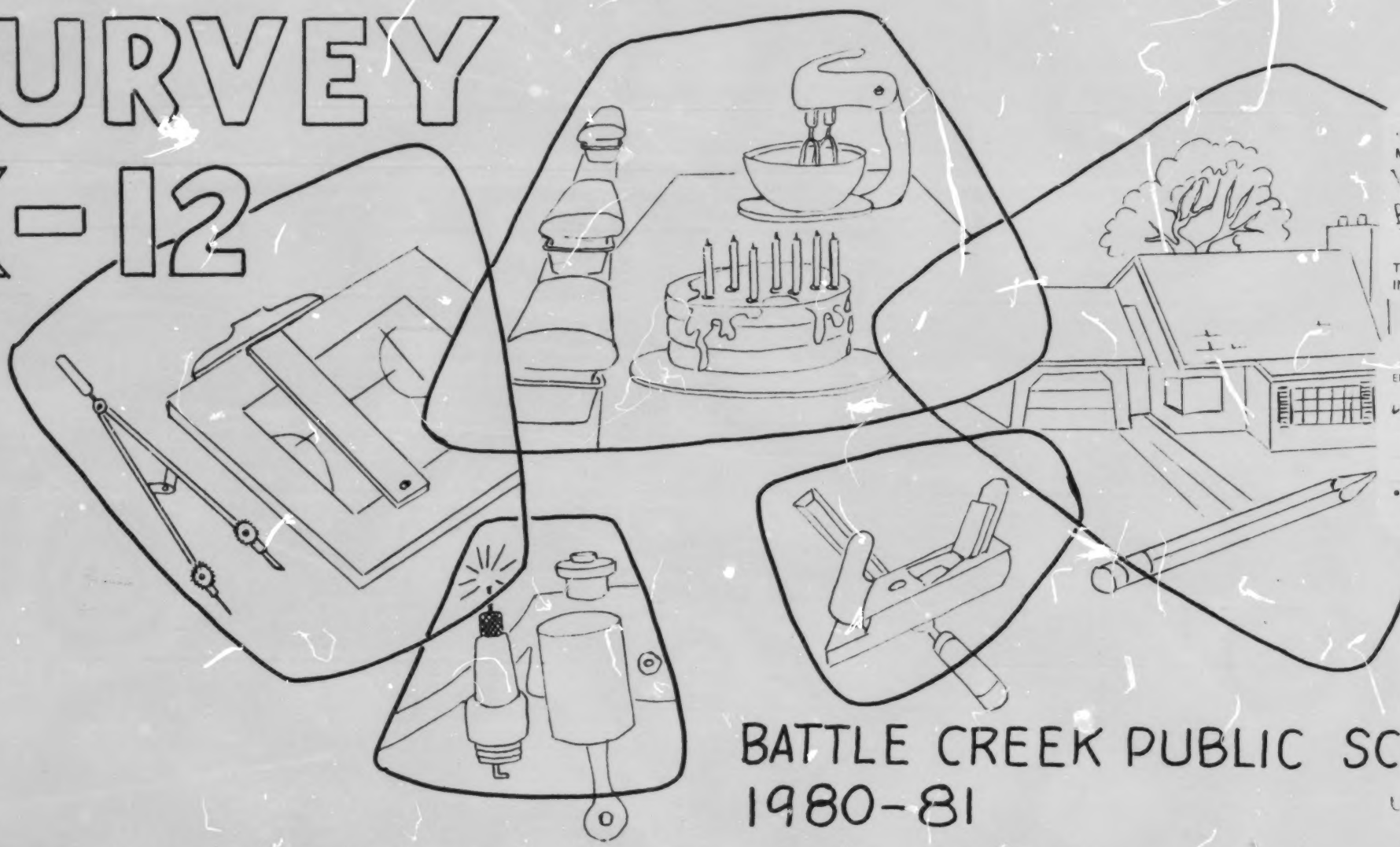
CAREER EDUCATION SURVEY K-12



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BATTLE CREEK PUBLIC SCHOOLS
1980-81

BATTLE CREEK PUBLIC SCHOOLS
Battle Creek, Michigan

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LOCATION OF CAREER EDUCATION ACTIVITY BY SCHOOL AND GRADE LEVEL

School	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Special Ed
Ann J. Kellogg		x	x	x	x	x	x							
Coburn	x	x	x	x		x	x							
Dudley	x	x	x	x	x	x	x							x
Franklin			x	x										
Fremont	x	x	x	x	x	x	x							
LaMora Park	x	x	x	x	x	x	x							x
Level Park	x	x			x									
Lincoln			x	x	x		x							
McKinley	x			x		x	x							
Post	x	x	x	x	x	x								x
Roosevelt	x		x		x		x							x
Urbandale	x	x	x	x	x	x	x							x
Verona		x	x		x	x	x							
Washington	x	x	x	x	x	x	x							
Wilson		x	x	x	x	x								x
Northwestern								x	x	x				x
Southeastern								x	x	x				x
Southwestern								x	x	x				
W. K. Kellogg								x	x	x				x
Central High											x	x	x	x

CAREER EDUCATION SURVEY
1980 - 1981

KINDERGARTEN

Career Ed Activity	Purpose of Activity	Resources	Remarks
Read stories about real people and what they do. Discuss how each one of us is special, emphasize the difference between real and make-believe.	To broaden the five-year olds world and to distinguish between real and fantasy.	Books, records, teacher, filmstrips	I don't teach Career Ed as a separate unit, but try to incorporate it into each day.
Community helpers - discussion and role playing; field trips.	To learn about community helpers jobs that are available.	Officer Friendly, fire station visits, movies, parents visiting the classroom, stories, resource people, poems	The most important part of Career Ed is to expose children to as many different careers as possible .
Children are encouraged during their "special week" at school to invite a guest - parent, grandparent, etc.	Gives the child poise in introducing guest, builds self-concept, exposes students to variety of careers when guest tells about his job.	The child's guest	
Unit on money	Teaches children about the names of coins, their value, and how to handle money in real life situations.	Houghton Mifflin math materials, real coins.	
Treat Day	Decision-making	Career Ed Cookbook	
"If I Had One Wish"	Stress priorities in decision-making		
"What I'd Like to be When I Grow Up"	To think about the future and goals for self.	Movies, discussions with adults at home.	

CAREER EDUCATION SURVEY
1980 - 1981

FIRST GRADE

Career Ed Activity	Purpose of Activity	Resources	Remarks
Writing notes at Christmas time to elderly citizens in the community	Recognition of our senior citizens in the community, experience in written communication and expression		
Parents come in and discuss their jobs and careers	To acquaint children with different jobs	Parents	
Community helpers	To develop an awareness of people in our community who work to provide services to us	Movies, filmstrips, books, visits from Officer Friendly, a fire truck, trip to the Library	Try to emphasize the point that sex need not be a determining factor in the type of job a person may aspire to
Job responsibilities	Everyone has a job to do - ours is going to school, and the responsibilities we have	Movies, filmstrips, books	
Learning to read	Any career		
Field trips - Arthur Treacher's	To develop an awareness of the community - career awareness	Arthur Treacher's	
Had a class meeting naming all the careers we could think of. Cut out pictures of people at work and made a bulletin board. Saw films about careers in the community.	To make children aware of careers and to get rid of sex bias in their thinking as it relates to job roles	Film: "Community Helpers", books, magazines	This was fun! I was surprised to find that student's were quite knowledgeable about people of both sexes being able to work at any job
Health units: doctor and his tools, dentist and his tools	To explain good health care and habits and who is responsible for educating us concerning them	Community Hospital came in with 2 nurses to take our temperatures and blood pressures. They showed 2 filmstrips and we listened to a cassette tape. They also provided each child with nurses or doctors caps.	
Used a book put out by Michigan Career Education, "Ideas for Activities."		"Ideas for Activities"	

CAREER EDUCATION SURVEY
1980 - 1981

FIRST GRADE

Career Ed Activity	Purpose of Activity	Resources	Remarks
Visit the fire station	To acquaint the pupils with the life and duties of a firefighter.	Films, visit from Capt. Canales	
Unit on germs	To learn the importance of personal hygiene and introduce class to health industry.	Health nurse, hospital technician	
Correlating a career education activity with Social Studies entitled "You Can Be": a maker or builder, a helper, a finder, a mover, an entertainer, a leader, etc.	To expose the pupil to many career areas that could be of interest to them.		

CAREER EDUCATION SURVEY
1980 - 1981

SECOND GRADE

Career Ed Activity	Purpose of Activity	Resources	Remarks
Taught about one career every two weeks	To acquaint students with various careers	Films, filmstrips, library	
Social Studies covers community helpers at this grade level, so I incorporate job descriptions and what each job entails	To emphasize the point that sex need not be a determining factor in the type of job a person may aspire to in life	Films, Social Studies book, newspaper articles	
Jobs in the city, rural areas, workers of the communities that provide services, both free and paid	To make students aware of services that their parents and others perform in the community or Government. Why services are needed and their importance.	Films, filmstrips and books	Students seem to enjoy talking about the materials that are shown them. Some decide what they would like to do or be some day.
Collect pictures of various jobs, choose which one or ones you'd like to do, write about your future job.	To get each child thinking of a future job.	Magazines, books, encyclopedias, library, dittoes, posters	We would like to attract more resource people for classroom visits, there are difficulties arranging schedules.
Every Friday we have a guest speaker visit the room or we take a field trip.	To acquaint children with various services and personalities in the community.	Consumers Power, Gas Co., Dr. John Schwarz, nurses, Leila Hospital, Police and Fire Station, Ambulance Service, Binder Park Zoo, apple orchard, turkey farm, dairy farm, etc.	Have been doing this program for 13 years and have found the children really benefit from it, plus the "PR" between the community, parents, and school is excellent.
Classroom discussions about careers	To acquaint students with careers which exist in our community and other areas.	Speakers, audio-visual aids	
Use of a career game; relating math and reading to careers in general; teaching "work" activities through use of a workshop schedule in workshop way.	To acquaint students to various aspects and needs in jobs. To provide awareness activities to careers.	Will use parents as resources in April and May, when parents come to school and share their careers with us.	This is not a planned Career Ed program especially, but I try to incorporate Career Ed in daily classroom activities.
Discuss jobs - what our parents do and whether they provide a service or goods.	To make children become aware of the different kinds of jobs and places where people can have jobs in our community.	Filmstrips, Social Studies book, the children themselves	We feel there is a specific need for more materials on career education for lower grades.

CAREER EDUCATION SURVEY
1980 - 1981

SECOND GRADE

Career Ed Activity	Purpose of Activity	Resources	Remarks
What do our parents do? Pupils are survey takers.	To see how many different kinds of work are represented by parents.	Parents come in to talk. Interview forms are sent home for students to interview their parents.	
Fire Prevention Week - we learned and talked about the fireman's jobs, responsibility and training.	Made students aware of the job availability. Also stressed fire safety, and not to play with matches and alarm boxes.	Fire truck came to school. Showed slides of our Fire Department.	
Dental Week	Discussed dentist's schooling and job duties.	To let students know another field that is available and to teach them the importance of taking care of their teeth, and that check-ups are important. Also teach them the proper way of brushing their teeth.	
The School Farm	To teach the students the care of animals, and responsibility of jobs	Material from the Dairy Council, films.	
Writing letters to people in the community and inviting them to talk about their occupations.	Recognition of community members. Teach oral and written communication skills - parts of a letter. Necessary information and skills that apply at any grade level.		Furnish coffee to guests at a later date in the spring - letter of invitation written by students.
Make a city or village from cartons - determining what is needed in their city.	For pupils to become familiar with people, occupations or make-up of the Battle Creek area.	Social studies book, Willard Library, speakers from area, parents	

CAREER EDUCATION SURVEY
1980 - 1981

THIRD GRADE

Career Ed Activity	Purpose of Activity	Resources	Remarks
Self-awareness - physical characteristics - graphs. Different emotional situations (role playing).	To help children recognize differences in people - to appreciate and accept these differences - to better understand themselves.		These activities are integrated into my different subject areas and not presented as individual units.
Community helpers - class discussions.	To help introduce children to the world of work.	Firetruck, Officer Friendly, Career Education Cookbook, materials developed on grant while a student at W.M.U.	
Nutrition	Awareness of differing opportunities	Films, health nurse, field trips	
What makes a community. Development of a community - taxes, transportation, construction.	Awareness of world around us and how it works. Awareness of different opportunities.	Films, field trips	
Divide children into small groups of 3-5. Direct the groups to list as many jobs as they can think of in ten minutes. After time is up count to see who listed the most jobs. Have the groups choose 3 jobs they think no other group listed. Discuss different jobs.	Develops awareness of variety of occupations available.		
Farm program	To teach children about the life of the farmer.	School Farm	
Career Activity Center	Children research their particular career choice as to education required, salary, hours, etc.	Materials gathered from various colleges, industrial businesses, etc., speakers, field trips.	
Study of early settlers -how they lived and worked.	To compare types of work done by the early settlers to present day jobs. What jobs are still being done, which are now obsolete.	Books, films, filmstrips, pictures.	

CAREER EDUCATION SURVEY
1980 - 1981

THIRD GRADE

Career Ed Activity	Purpose of Activity	Resources	Remarks
Selling pencils	To teach meaning of wholesale, retail, profit; to learn the value of coins, how to count money and make change; to learn the work of a store clerk.	Films, filmstrips, actual experience	Excellent project for this age level
Mostly used from science and health books	Basic familiarization of occupations.	Audio-visual	Hard to fit such activities in when working on math and reading
Discuss activities that take place at school and home, have students move clock hands to the correct time.	To have students learn the value of being able to tell time, teach responsibility and punctuality.	Dittoes of clocks (standard and digital). Large clock face with movable hands.	
Discuss the people who work at our school.	To make students aware that many people work to help the students at school and how they help the students and teachers.		
Safety rules to follow in different work areas.	To enable students to relate safety rules to follow in different work areas.	Pictures of safety rules being observed on work situations.	
Choose something student might like to do. Write things included in that job or a story about the job along with a picture.	To become aware of jobs or things to do when they grow up.	Library books	
County and city officials, community service workers	To expose and help students to decide upon a suitable career in their forthcoming years.	Willard Library, films, books, Mr. Marcus Gray, community ambassador, Principal of school, Dr. Ruth Snyder from C.I.S.D., surgical nurse.	
"What I Want to Be"	To help the children grow in their knowledge of available careers.	Bulletin board, child's artwork to show their desires.	
Learning Center - "Brave Workers"	To help the children grow in their knowledge of available careers.	Films, books, speakers	

CAREER EDUCATION SURVEY
1980 - 1981

THIRD GRADE

Career Ed Activity	Purpose of Activity	Resources	Remarks
Study what Postal Workers do and try to tie it in with language assignments - letter writing. Information on types of things that can be sent through the Post Office - letters, packages, post cards, special delivery, air mail, registered mail, 1st and 2nd class, and the cost and what it is based on. Zip code and the need for it and discuss the types of jobs within a Post Office.			
"Battle Creek Today" unit	Growth in knowledge of available careers	Films, books, speakers	
Scrapbooks of people at work.	To become more aware of the variety of jobs available.	Magazines	

CAREER EDUCATION SURVEY
1980 - 1981

FOURTH GRADE

Career Ed Activity	Purpose of Activity	Resources	Remarks
In Social Studies we discuss various jobs in cities, - why different parts of the country have different jobs; what preparation is needed.			I stress that jobs are open to women if they want them - I have one daughter who is an industrial engineer and another in medical school, so I encourage the girls.
Use a set of activity cards and let the children choose which activities they wish to pursue. We usually do about 5 activities minimum including reading help wanted ads and role-playing interviewing for a job.	Purpose is to familiarize children with various careers and how they might proceed to obtain the position they desire.	Activity cards, newspapers, etc.	
Read and discuss jobs of numerous Health Dept. workers including nurses, doctors, food inspectors, record keepers, pollution inspectors, etc.	To acquaint students with the many roles and responsibilities of the health department.	Textbooks, books, articles, films, etc.	
Talk about different careers as they come up in Weekly Reader, reading series, science, social studies and other subject areas.	To familiarize children with various careers.	Weekly Reader, books	
Make a written report on a job of the students choice. Speakers come into the classroom giving descriptions of their jobs and job training.	To make students aware of the different vocational training and college training that is available.	Magazines. library resources, parents and other types of professionals already on the job.	
Farm unit	To teach children about the life of a farmer.	School Farm	
Bulletin board - title: "Career Opportunities".	Illustrates the many careers that are available.	Pictures (large and in color) and Teachers Guide to aid in discussion and instruction.	Career opportunities are discussed often as they surface in science, social studies and all subject areas.
Films: "Newspaper," "My Dad's a Cop," "Manufacturing," "Jobs in the City." Filmstrip: "Careers"	The students are able to observe people working at a variety of jobs.	Audio-visual department	

CAREER EDUCATION SURVEY
1980 - 1981

FOURTH GRADE

Career Ed Activity	Purpose of Activity	Resources	Remarks
Game: "Familiar Sounds - Careers"	Children hear sounds associated with different jobs, and match them with pictures.	Cards and tape	Career opportunities are discussed often as they surface in science, social studies and all subject areas.
Unit on newspaper, unit on teeth, unit on human body - as they relate to career activities	Self-awareness, career awareness	Newspaper, books	
"Work in Cities", Officer Friendly program	Growth in knowledge of available careers.	Films, books, speakers	
Discuss job hunting with the use of films, filmstrips and newspapers.		Films, filmstrips, newspapers	
Thanksgiving Dinner, cooking in the classroom	To shop, prepare and plan a dinner. How to read and follow directions of a recipe.	Trip to grocery store to buy food, preparation of dinner.	
Visitation of a dental office.	To see and observe the activities of a dental office.	Prepared unit before visitation.	
Demonstrate cooking and the correct way of following cooking directions.		Ms. Farrington, bulletin board	

CAREER EDUCATION SURVEY
1980 - 1981

FIFTH GRADE

Career Ed Activity	Purpose of Activity	Resources	Remarks
Teach skills that can be used in any career. Hopefully the instrumental music will enrich lives or lead to a career. I emphasize in English class how much speaking and writing ability reflect on opinions formed when seeking a job. Strive to get children to follow through on tasks they set out to do.			
Awareness material. Students will fill out mock forms such as applications, social security data, job profiles, resumes, etc.	To acquaint youngsters with the world of work and the effect and role jobs play in our lives.	Book - "Jobs in Your Future," films on career awareness, trip to VoEd Center.	Students will be pretested on world of work awareness, and at the end a post-test will be administered.
Discussion and presentation of various careers and the duties involved.			
School Store			
Use parents occupations to serve as writing lessons, discuss "What I want to be."	To have the children become aware of the varieties of jobs and what is involved.		
Student interview of parents or adult friends as to what they do for a living.	To make students more aware of the careers that are available and what is required for each.	Parents, adult friends	
Student field trip to B.C. Air National Guard Base, to see what careers are available in the armed forces.	To make students more aware of the careers that are available and what is required for each.	Field trip	
Student reports on what job or jobs they would seek as an adult.	To make students more aware of the careers that are available and what is required for each.	Films, books, pamphlets, filmstrips, speakers	

CAREER EDUCATION SURVEY
1980 - 1981

FIFTH GRADE

Career Ed Activity	Purpose of Activity	Resources	Remarks
Centers around my science and health units specifically.	To show the wide range of careers in the scientific fields from lab technicians to animal doctors.	My own collection of materials from a variety of sources.	
Trip to Leila Hospital to look into the different health professions and introduce students to a variety of professional choices. Incidental discussions on jobs are always happening to increase awareness of choices and need for knowledge in certain areas.		Field trip to Leila Hospital	
Woodrow A. Carr, Pharmacist, will talk to students on his profession and other speakers from other professions will be invited.		Speakers	

CAREER EDUCATION SURVEY
1980 - 1981

SIXTH GRADE

Career Ed Activity	Purpose of Activity	Resources	Remarks
Simulation game	Students run a business for profit, attempting to meet expenses - solve money situations and survive financially.	I supply my own resources - all material to run business	Students learn to run a business, manage a household, deal with banks and each other and the math of everyday living.
Self-awareness and self-evaluation: people are motivated in life by needs and wants that become the basis for making personal decisions. Economic awareness: peoples needs and wants are satisfied by goods and services-become aware of the values of these things. Educational awareness: earning money - enjoying leisure time and career awareness - which encompasses all of the above.	To attempt to raise childrens awareness of the relevancy of education. Lessons are designed to stimulate thinking and evoke a variety of responses already within the students scope of knowledge. Questioning techniques are presented to increase the depth of student awareness.	Career Awareness Activities Booklet by Williams and Mitchell, trip to the Vo Ed Center.	Career education is an essential part of education: to teach the "whole" child; to prepare him/her for life as well as possible.
Discussion of career possibilities in life.		Social studies text	
Field trip to Art Center and the Enquirer and News. Followed up Art Center with a project of our own.	Exposure to the things in the community that students might not otherwise see.	Art Center and Enquirer and News	We will be taking other trips.
Month-long unit in March		Ruth Snyder, Calhoun Media Center	This is an annual project in my classroom.
Economic unit, career opportunities			
Students observe a variety of films and discuss content with teacher and peers.	Introduce students to a wide variety of careers that they can think about. Gives students possible goals to work for.	Films, filmstrips, reports on a particular area of interest.	
Collage of various careers and report on one specific career.	To expose various occupations	Film: "What Do You Want To Be When You Grow Up", posters	

CAREER EDUCATION SURVEY
1980 - 1981

SIXTH GRADE

Career Ed Activity	Purpose of Activity	Resources	Remarks
Members of the community come in to speak about their careers. Students do research on their own and do a report.	To enrich students	Counselor, speakers, books, etc.	
Had a bulletin board listing many careers, lots of books in classroom.	Arouse interest of students to some different areas of careers they may not think about.	Books, films, speakers, example-Mike Reilly, umpire.	This was only an introduction - we continously talk about job opportunities, etc., career feasibility.

CAREER EDUCATION SURVEY
1980 - 1981

READING TEACHERS

Career Ed Activity	Purpose of Activity	Resources	Remarks
Reading and book reporting on careers	To familiarize students with some of the careers available.	Books	

Career Ed Activity	Purpose of Activity	Resources	Remarks
Role playing of different jobs or work situations and describing solutions to problems in those settings.	To create an awareness of responsibility in the world of work; provide varied experiences in decision-making.	"Role-Playing for Social Values" by Shaffel and Shaffel	
Visit local industry that students could conceivably work in, such as Kellogg's, hospitals.	Concept of job; desire for job as an adult; realization that earning is necessary to spending; beginning of concept that needs should be purchased before wants, i.e., heat before movies, etc.	Movies, filmstrips, trips, room purchases	Our emphasis at this level (nursery, kdg.) is more the concept of "work to earn so you may provide for your life" than specific jobs, especially since their career choices will be limited.
Group discussions, stories, filmstrips	Develop awareness of jobs people do and who different people in the community are.	I.M.C. materials, personal files, parents, Bowmar Career Awareness Kits	Kindergarten through third grade
Health careers	To learn various jobs in the health field and the importance of them to the community.	School nurse, I.M.C. materials, health text	Made notebooks with pictures and descriptions of a particular health career of interest to <u>each</u> student.
Money-making activities to earn money for camp. Bank accounts at Great Lakes Federal.	To develop responsibility, learn to work as a team, learn to count out and deliver orders, learn to count money, make out deposits & withdrawals, exposure to visiting a bank.	Great Lakes Federal, deposit slips, bank books, etc.	
To identify various careers by means of language arts, speech and drama.	To learn what careers people have and a few job descriptions, careers that family members have, and careers of interest to the students.	Texts, library, magazines	

CAREER EDUCATION SURVEY
1980 - 1981

ENGLISH JUNIOR HIGH SCHOOL

Career Ed Activity	Purpose of Activity	Resources	Remarks
Career Corner in newspaper - students interview a person in an area that interests them and writes an interview for the Chronicle.	Experience of an interview and writing the article, and knowledge gained by those who read the newspaper.	Phone and letter interview for the Chronicle.	It is important to open students eyes to job opportunities early. This way they have a goal to shoot for, or are at least made aware of the many types of job opportunities there are.
Filling out job forms, conducting interviews, values clarifications exercises.		Job forms and other forms, textbooks	
Go over job opportunities as they are mentioned in our textbook.	Discussions follow of job descriptions and what opportunities are available.		
As it comes up in class, we use illustrations of the need for English skills in all careers.		Textbooks	
Self Awareness/Career Awareness Unit		Various written and visual materials from our library and Battle Creek and Calhoun district resource centers; speakers from our community world of work.	
Filling out applications; writing biographical summaries.	To become competent in the proper way of applying for jobs and credit. To write a concise biographical summary for jobs and college application.	Job forms and forms from various businesses, and credit applications, college applications.	
70-80% of the literature stories we read have to do with people at different types of work. Our discussions deal quite often with the relationship of this job to the individual.		Literature books	We have read about anything from truck drivers to snake handlers.

CAREER EDUCATION SURVEY
1980 - 1981

ENGLISH (Cont.) JUNIOR HIGH SCHOOL

Career Ed Activity	Purpose of Activity	Resources	Remarks
Research paper on a career.	Learning the mechanics and organization of a research paper, to learn in more depth some area of interest, use of three or more sources.	Library	

CAREER EDUCATION SURVEY
1980 - 1981

MATHEMATICS JUNIOR HIGH SCHOOL

Career Ed Activity	Purpose of Activity	Resources	Remarks
Read articles about different types of jobs and how math relates to each occupation; use of math in a profession.	To get students to see the daily use of math skills in any occupation they may choose.	Scholastic Math Magazine	
Making change; credit card education		Film on credit cards (Willard Library)	Students received extra credit for showing change skills to parents.
Described and discussed various professional occupations that use math skills: accountant, engineer, mathematician.	To broaden the scope of the students vocational planning.	Teacher-led discussion	
Took 9th grade algebra volunteers to Kellogg's company for tour of computer center.		Kellogg Company	
Explained how math is applied to these careers: aviation, health care, science, construction, medicine, banking, pharmacy, and skilled trades.	To show the relationship of the different areas.	Personal experiences and the school library.	

CAREER EDUCATION SURVEY
1980 - 1981

SOCIAL STUDIES — JUNIOR HIGH SCHOOL — Page 20

Career Ed Activity	Purpose of Activity	Resources	Remarks
Career Folders, students choose several careers, and make reports on each.	To give students a chance to select courses while visiting the high school.	Speakers, films, slides.	We discuss jobs indirectly while studying our textbooks.
Career notebooks - students investigate a minimum of five occupations of interest to them. Included in project: occupational interest survey, practice in filling out "everyday type" forms, i.e., application, social security, credit card applications, etc.), personal interests and abilities survey.	Make students aware of occupational requirements for obtaining and keeping employment, their own interests and abilities, opportunities available to them in the area of occupations, some of the necessary skills for coping in the "real world".	Library materials, resource persons, films and filmstrips, field trips (if possible).	Usually a very well received unit. Students are often very surprised to learn the salaries and educational requirements for various occupations. There are excellent opportunities for very productive discussion.
Civics classes participate in a career educational unit. Each student puts together a Career Book (30 to 40 pages long). Included: 1) a checklist, 2) an investigation of a number of careers, 3) an indepth report on a single career selected by the student, 4) interviews, by the students, with adults who are active in the career chosen by the student.	To have students consider what they want to do for their life's work. To have them survey and investigate a number of careers they might be interested in, or that might be appropriate to the student's personality, skills and abilities. To help 9th grade students make appropriate choices in the selection of high school courses.	Michigan Occupational Coordinating Committee, M.O.I.S. Microfiche files, Occupational Guidance Booklets, Dictionary of Occupational Titles, Encyclopedia of Careers and Vocational Guidance, Job Experience Kits, Occupational Library, Occupational Briefs, films.	The timing of this unit is set up so the students will complete their investigation or study of careers just prior to the school's counselors visiting my classroom to discuss 10th grade course choices with the student
Political elections: students are the candidates.	To make students aware of possible political careers.	Library, T.V. and newspapers.	
Aptitude tests taken in 9th grade Civics.	To point up the importance of basic skills.		
Civics classes will be researching and compiling information on careers of their choice.	To encourage self-analysis of skills, aptitudes, etc. To acquaint students with job opportunities and training. To develop research skills.	Extensive materials available in the school library. Speakers.	

Career Ed Activity	Purpose of Activity	Resources	Remarks
At sometime during each unit of study we talk about what kinds of jobs are available in these areas of study. For example, when we study geology we talk about careers students could pursue to get a job in some area of this field.	To make students aware of possible job opportunities in various fields of science.	Series of 12 charts which describe many job opportunities in various fields of science that are posted in my room.	
We have discussed the jobs of game warden and genetic research scientist.	This is a conservation unit for Environmental Education class.		
We discuss the duties of an astronomer, geologists, etc.			
PHYSICAL EDUCATION Health - 7th grade, units on venereal diseases, sex education, smoking, drinking, drugs.	To make students aware of our health and social problems and relate these to careers in health education and social work.	Films, speakers, pamphlets, field trips.	Through these activities and several other health activities and units we can awaken some interest in the much needed areas of health.
Bowling, tennis, golf - 8th & 9th.	To instill and develop skills which may lead to an avocation or a career. To stimulate interest in recreational activities for the career oriented student.	Films, speakers, pamphlets, field trips.	Through these activities and several other recreational activities and units we can awaken some interest in the much needed areas of recreation.
Skills testing done with students performing alone in front of others.	Development of positive self-concept.		
Volleyball, basketball, tennis, softball, badminton. Recreational games: card and board games, ping pong, horseshoes, softball.	To give students a variety of "carry-over" activities to keep themselves busy.	Textbooks.	

CAREER EDUCATION SURVEY
1980 - 1981

COUNSELORS — JUNIOR HIGH SCHOOL —

Career Ed Activity	Purpose of Activity	Resources	Remarks
Emphasize: 1) need for basics (reading and math) to be successful at most jobs, 2) girls must be prepared - academically and vocationally to support self, support self and children, to help husband with financial needs, 3) can be hired at very few jobs without a high school diploma.			
Counsel students on career choices and preparation. Review students cumulative records.	To make students aware of career possibilities.	Materials developed at intermediate school district career program.	
Activities taken from Michigan Career Education program.	To increase students self awareness and self esteem. To think about the future and relate it to the present.	Michigan Career Ed Guide and Values Clarification - Simon, How, Kirshbaun.	
BUSINESS Office Simulation	To engage students in activities that would be found in an office of a business.	Materials from several texts plus other additional material that the teacher has supplied.	The students will be in an office setting and will be required to perform as such. They will learn to work together and individually to get the work done.
Typing - Project Business - 9 weeks. General Business - unit on careers. Intro to Secretarial Skills - unit on careers.	To introduce the student to the world of work.	Outside speakers, filmstrips, movies, articles.	

CAREER EDUCATION SURVEY
1980 - 1981

INDUSTRIAL ARTS — JUNIOR HIGH SCHOOL —

Career Ed Activity	Purpose of Activity	Resources	Remarks
Product development and creating cooperation.	Awareness of opportunities and variety of career areas.		
Construction of projects using materials and processes similar to industry. Run a small mass production unit with 7th grade classes.	To acquaint students with basics - safety, hand tools, machines, metal forming and fastening as found in industry. Students will obtain a little experience in organizing and operating their own small manufacturing business.	Textbooks, shop projects and experiments (demonstrations), films.	
Making projects using plastic laminate material.	To acquaint students with the application of laminate materials.	Lam-Fab, Inc., materials - plastic laminate, chip board, contact cement and router equipment.	The students have made basketball back boards, miniature hockey games, clip boards and table tops using plastic laminate material.
Show films of industrial areas related to industrial arts.	To give some idea of what it is like to work in various areas.	Films and speakers.	It is difficult to teach the effort that students will have to put forth to be able to select and be successful in various vocations.
We discuss job related fields in auto industry, cabinet making, graphic arts, drafting, engineering, architecture.			
Mechanical Drawing - various individual and group drawing activities; i.e., small groups (3-4 students) design, plan, construct, test and evaluate "Better Paper Airplane" design - report the final results to the class. Group activities: design, plan, draw, and construct a single-family residence (scale model). Viewing of civic and renovation and jobs/occupations required.	All activities are designed to make students aware of drawing industry; its occupations, types of drawing areas, and direct observation and some "hands-on" experience with same.	Foreman for auditorium renovation; various workers: electrical, cement, plumbing, wall covering hangers, elevator installers, carpet/floor covering, etc.	Much of the content/depth of study of each activity is guided/directed by students' interest, with some teacher guidance/direction. Results vary per group per student.

CAREER EDUCATION SURVEY
1980 - 1981

MUSIC - VOCAL AND INSTRUMENTAL — JUNIOR HIGH SCHOOL —

Career Ed Activity	Purpose of Activity	Resources	Remarks
VOCAL Introduce students to various vocations in the field of music. Talk about several popular job opportunities.	Students can become acquainted with expanded job opportunities that are available.	Music journals, professional magazines, speakers from the local area.	
Discussion of various career possibilities in music, the types of skills and/or education needed, as well as brief job descriptions.	To make students aware of other careers in music in addition to the obvious ones of performing professionally.	General music textbook Exploring Music, 7, Pipeline music pamphlet.	
Various careers are discussed in our books and we talk about them; the study of composers - both living and dead; film on rock music - covers the musicians, engineers, sound men, etc.; talk about and listen to famous live performers.	To try to give students a better idea of what music careers are available.	Films, teacher background.	
INSTRUMENTAL Discuss various jobs in the field of music, perhaps make written list, with comments.	To become aware of: 1) a variety of jobs in music - vocational and avocational activities overlap, 2) education necessary.	Instrumentalist Magazine, brochures, newspaper clippings, perhaps have music store owner speak to class re retail sales, school promotionals repairing instruments.	

CAREER EDUCATION SURVEY
1980 - 1981

ART — JUNIOR HIGH SCHOOL —

Career Ed Activity	Purpose of Activity	Resources	Remarks
The following careers have become topics of discussion along with a unit: Cartoonist - Michael Vosburg Leather Craftsman - Techether Guild Stained Glass Craftsman - Delphe Stained Glass Designers - a. Clothing b. Television set - TV 41 c. Theater - Helen Hineman & Mary McQuiston d. Industrial design - Kellogg's e. Tool design - Eaton's f. etc. Commercial Artist - Hilltop Fine Artist - Ken Freed Art Educator - Richard Gymond Art Center - a. Historian - Ruth Sundberg b. Director - Darwin Davis c. Instructor - Linda Poirer Architect - Guido Binda Interior Design - Mr. Dore Graphic Artist - Hilltop Illustrator - Kellogg's Photographer - John Michael Photography City Planner - Woodworker - "Woodchuck" - Kalamazoo	Exposure to art in working world; art outside of a classroom setting or studio.	Speakers (due to their schedules versus ours and tightening of budgets, many businesses are reluctant to come to the classroom.)	Most career education activities have taken place as I teach a unit on a particular craft or fine art. Any career education money available could go to audio visual equipment for our area.
To complete tasks that would require professional knowledge. Fill out job applications and be interviewed for jobs. Research a particular career and write a report.	To make students aware that education and experience are both important to acquire as well as maintain a job.	Library, career kits, magazines, etc. Newspaper articles, want ads, personal survey.	Students are becoming more aware of reality! Job skills and job market!

CAREER EDUCATION SURVEY
1980 - 1981

ART (cont.) JUNIOR HIGH SCHOOL

Career Ed Activity	Purpose of Activity	Resources	Remarks
Take interested 9th graders on a field trip to the VoEd Center to tour the commercial art area - they get a chance to see the different types of art work-printing, signpainting, newspaper ads, logos, etc., being done by students.	To encourage the 9th grade student to consider going into the commercial art program offered by the Vo Ed Center - also we talk about other opportunities such as special art projects that people need to have done and are willing to pay for.	Vo Ed Center	
Take students to the Art Center and expose them to many types of art - from painting to pottery.	Exposure of students to many types of art.	Art Center	
Working on an art mural for the school library which will show careers people have - the students are working on the drawing of people in work situations.	This has helped them think about careers.	Books	We have talked a great deal in class about different types of work and what some of the students are going to be going into when they get out of school.
The student chooses some aspect of Art. He makes a brief description of it. He then is to make a project that will relate to the "style" or aspect that he chose. It is assigned as an independent study.	To help make students aware of the various positions related to Art. It also gives the students a chance to plan and decide what they will do with a block of time.	Walsh Publications on Art Careers, W. K. Library, books from teacher's collection.	This assignment is usually met with great anticipation by the students. It usually has very good results.

Career Ed Activity	Purpose of Activity	Resources	Remarks
HOME ECONOMICS Panel discussions on careers in nutrition, clothing and other related fields. Brainstorming sessions, as to the kind of volunteer work students could do to gain experience that would be helpful in securing their first job in foods and nutrition. Post pictures showing people working in various home economics related jobs.	To introduce students to some of the rewarding careers for both professional and paraprofessional workers in home economics. To give students brief descriptions of some careers related to home economics and the educational requirements.	Shirley Burlingame representing a home economist in business. Lear Keene - representing a paraprofessional in selling fabrics, etc. Films and filmstrips from the Media Center.	
Food Demonstration; field trips to the Battle Creek Gas Company, a grocery store (meat department); field trip to nursery school.	Learning how to and where food demonstrations are used - chefs, waitress, assistant chefs, etc. Career of a meat cutter, and how various meat is cut. Careers available in child care and how children develop in various stages.	Business Home Economist - Battle Creek Gas Company; speaker from Jo Ann Fabric Company; job possibilities and materials or fabric on todays market; mother and baby care and duties of a housewife.	
SPEECH AND DRAMA Interviews - students learn proper procedures for conducting an interview and for being interviewed; public speaking; radio and TV programs; oral interpretations.	By doing interviews the student will be able to carry on a conversation and be more able to interpret interview situations. This would be helpful in many areas. By speaking before a group students learn to think on their feet, control fear and improve their organization. Again, these skills carry over into many areas, especially sales. Radio and TV programs and oral interpretations actually help prepare students for broadcasting.	Text: Speaking of....Communication; Theatre; Interpretation; movies, filmstrips; Thinking by Doing; Adventures in the Looking Glass; MSA Guidelines.	I would like to be able to take my students on field trips to see theatre, television, and radio in action.

CAREER EDUCATION SURVEY
1980 - 1981

BILINGUAL JUNIOR HIGH SCHOOL

Career Ed Activity	Purpose of Activity	Resources	Remarks
Bilingual Interest inventory (Guidance Testing Associates, St. Mary's University), Self-directed Search (American English Occupational Interest Inventory) ties in with MOIS (Holland), APL Content Area Measure: Occupational Knowledge (ACT), APL Adult General Survey (ACT), field trip to MESC.	Decisions regarding career, educational level, interests, transportation, location and behavior for employment.	Careers for bilinguals - discussion of careers and opportunities in which bilingualism is an asset. Foreign Language Careers - Huebener.	

CAREER EDUCATION SURVEY
1980 - 1981

SPECIAL EDUCATION JUNIOR HIGH SCHOOL

Career Ed Activity	Purpose of Activity	Resources	Remarks
Survival reading skills units, learning about jobs and the training required for various jobs.	To promote awareness of the world of work while building reading skills.	Reading materials in Reading Lab have units that apply to job awareness.	As the student works through the reading program he will, from time to time, read and comprehend materials relating to career development.
Food services; horticulture; housekeeping/Laundromat activities; printing/signmaking for sales; sales activity.	All activities are designed and planned to give the students realistic, "hands-on" experiences of job-seeking and job execution.		
Home room discussions on: qualities needed for success in work world; various job descriptions; what personal strengths and weaknesses we have and how they may effect our choice of jobs.	To practice good habits at school that will carry over into good job habits - ex.-promptness, courtesy. To learn about ourselves. To become aware of several varied job fields.		
Career Awareness and Pre-Vocational Skills - 1) realistic careers, 2) looking for jobs (ways of finding out about jobs), using newspaper ads for job listings, qualifications, how to contact employers, 3) filling out applications, 4) role-playing interviews.	To introduce students to the world of work, career opportunities, and pre-employment preparation.	Newspaper, speaker from C.E.T.A., The Job Box - Pacemaker Vocational Resource Module, the text World of Work, field trip to Kellogg's.	For our students of limited ability it is essential for them to be realistic about their job opportunities and choosing a vocation.
Reading - Job Family Series. Career Crossword puzzles, Occupation Word Hunt, occupation photographs (match the job with the picture).	To become familiar with job format, to learn how to react to an interview, vocabulary used when seeking a job, to become familiar with data needed to complete application form.	Science Research Associates, Job Family Series, Developmental Learning Materials.	Students seem to become more relaxed when they know what will be expected of them when they seek a job.
Math: money activities - a) check registers and writing checks, b) money word problems, c) savings accounts, d) able to read numbers and number words, etc.	Learning to do basic functions with money.	Math book and classroom ditto materials and play money exercises.	

SPECIAL EDUCATION (cont.) JUNIOR HIGH SCHOOL

Career Ed Activity	Purpose of Activity	Resources	Remarks
Discussions (effective) - social behaviors on jobs, choosing jobs, changing jobs - matching certain abilities to jobs.	To develop attitudes and increase knowledge related to behaviors affecting jobs.	Newspaper articles, class discussion, movies.	
Students will set up individual monthly budgets according to the job they selected. The student will be paid a salary every two weeks by the teacher. The students will then pay their bills and expenses incurred that month. Their bills will be paid by writing checks and will be payable in the beginning of each month.	To give the students the responsibility of having to budget their money in relationship to their expenses. The students will have to think and plan ahead. Also to give the students the experience to use their banking procedures which they have previously studied in class.	Bank game, books - "Janus Job Planner" and "Getting Ready for Pay Day"	Our curriculum is based on Career Education
Almost all of the activities of my junior and senior high programs are Career Ed oriented.	Our goals include independent living (i.e., self care, communication, mobility), career awareness, self concept, values clarification, vocational preparation. These goals are pursued on an individual and/or group basis. P.O.'s are written for each student and include activities specific to their needs.	Evaluations and interest surveys, field trips (visit local services available to handicappers, evaluate barrier free apts, etc.), slides, filmstrips, movies.	
Career Card File - explore the world of work. Research Career Interest Area - find pertinent information about a specific career. Field trip to C.A.V.C. - provide person-to-person, face-to-face encounters.	Stimulate and emphasize career awareness.	Resource person from C.A.V.C.	Students review a variety of films and filmstrips centered around interest area.

CAREER EDUCATION SURVEY
1980 - 1981

ENGLISH HIGH SCHOOL

Career Ed Activity	Purpose of Activity	Resources	Remarks
After taking a pretest, students master all modules in which they have not scored 80 to 100%.	To have students read and comprehend general materials common to jobs and careers.	Vocational Reading Support Program	Materials are pre-packaged from the Capital Area Careers Center of Ingram County and very good.
Exploring two areas of interest to the student.	To have students gather data about two jobs they are interested in: research, read, discuss, report in writing. To introduce students to using the computer terminal.	MOIS computer information	Students enjoy this activity. Punching buttons turns them on more than turning pages of a book.
Researching two careers through library and computer as basis for comparison/ contrast paper.	Introduction to use of computer terminal and Media Center so student has some idea of possibilities of both.	John Meninga to introduce computer and uses.	It is great to get students over fear of computer terminal so they can use it. Some become addicted.
In Basic Writing students study and write a letter of application.			
Basic English class worked on the following skills: 1) letter of application, 2) the "application", 3) resume, 4) the interview, 5) how to find a job.		The textbook English on the Job, the want ads in the Enquirer and News, Springfield High School Career Ed Booklet. Guest speaker, Mr. Sam Beronja.	
Made out letters of application, job applications, and resumes. We discussed a great deal concerning the job market and qualifications.	To prepare students for getting into the job market, how to sell themselves. Sources to explore for finding jobs.	Previous experience in personnel work. The book, Composition Skills, used in Basic English.	The students were interested, but their skills in applying for a job are limited, even though they may make desirable employees.
A three to six page research paper comparing any two jobs or careers the student wished. The paper was research in nature requiring footnotes and a bibliography of two sources minimum.	To inform the student objectively of duties, training, experiences, etc. of any two desired careers. In addition, they were to learn successful methods for gathering information in general and career information in particular. Finally, they were to practice previously acquired writing	The Media Center: card catalog, Reader's Guide, Moise-microfiche, Moise computer, vertical files, films and filmstrips.	A successful unit in all respects: success depended on allowing adequate time to introduce, explain and teach pre-research skills before actually beginning research.

CAREER EDUCATION SURVEY
1980 - 1981

MATHEMATICS HIGH SCHOOL

Career Ed Activity	Purpose of Activity	Resources	Remarks
Basic Math - % and $ problems, discounting food stamps, stocks, loan interest collateral to borrow pencils, ruler reading, checkbooks, checking work using calculators.	Learn number sense	Textbook, teacher materials	
Mathematics skills and concepts along with business practices.	Consumer awareness of the interconnection of the social scene and the business world.	Text, newspapers, magazines, catalogues, pamphlets, business forms, tables.	The Consumers Mathematics course does not restrict the student to studying about a single career. During the year, he encounters numerous situations where certain aspects of many careers are investigated.
Increasing mathematical ability.	Preparation for college entrance.		There is no career in a pure science.
Relating subject matter to its use in everyday existence.	To develop continual interest and relevance to other careers and subject matter.	Slides, transparencies of geometric shapes and concepts relating to the real world of work.	
Lectures occasionally describing and emphasizing the knowledge, skills, study habits, and effort required for the students chosen area of study.	To give the student an awareness of the effort and sacrifice that is needed to become a professional person.	Current pamphlets from universities and professions are posted or distributed to students.	I believe my major purpose is to give the students the necessary skills in mathematics first and then show how these skills can be used in life second.

Career Ed Activity	Purpose of Activity	Resources	Remarks
SOCIAL STUDIES In the American Problems course there is a unit on "Choosing a Vocation". About two weeks is spent on this unit.	To have the students focus upon careers that they have an interest in following. Time is also spent to discuss trends in the occupations as well as excellent, average, and poor probabilities for future employment.	Media Center materials and the course text are used.	Some semesters I have also had the students prepare an "employment portfolio", a type of in-depth resume to help with present and future employment applications.
FOREIGN LANGUAGE Bulletin board display of different types of jobs in which knowledge of a foreign language is necessary or useful. A speaker-interpretor from the Federal Center.	To show students how foreign language can relate to the everyday world outside of class.	Magazines, books from the library, information from travel bureaus, speaker from the Federal Center.	
During open house we explained the importance and benefits of learning foreign languages.	To explain the importance of foreign languages in high school and to show the job opportunities available.	Report in "Today's Education" Sept.-October 1980. It was adapted from the President's Commission on Foreign Language and International Studies report - Strength Through Wisdom: A critique of U.S. Capability. The article was "A Call To Linguistic Arms: Improving America's Foreign Language Competence.	
Lectures	To inform students of career opportunities in Spanish and other areas in which a knowledge of Spanish can enhance or contribute to promotion opportunities and career diversification.	Teacher experience, pamphlets	

CAREER EDUCATION SURVEY
1980 - 1981

HIGH SCHOOL

Career Ed Activity	Purpose of Activity	Resources	Remarks
MUSIC Brass Quintet from Western Michigan University over to perform two concerts/ clinics.	To inform kids of college potential for performing with groups and/or scholarships.	Brass Quintet - Western Michigan University.	A super experience!
PHYSICAL EDUCATION Provide an opportunity for future P.E. teachers to do some individualized teaching with sophomore students as well as roll taking, test grading, equipment handling, class control and direction during activities. Teach a lifesaving unit and a CPR unit.	To help students to determine if they would really like to do this type of job in the future.	P.E. resource material from my personal library.	
SCIENCE Some are interjected as we progress through Physics.			
Biology - have a Career Needs Assignment unit, with certain requirements for full credit.			

CAREER EDUCATION SURVEY
1980 - 1981

INDUSTRIAL ARTS — HIGH SCHOOL —

Career Ed Activity	Purpose of Activity	Resources	Remarks
All activities that are done in Woodworking are career ed.		Community - industries, hardware stores, lumberyards, furniture stores, patternshops.	
The entire program in the printing classes are career oriented. Printing I and II are career exploratory courses. Vocational Printing is a career preparation course designed for building job entry skill or college preparation.	The entire program is designed to develop confidence and pride within the individual.	Field trips, visits and letters from former students are used for additional resource material.	
Ohio Diesel Technical Institute (School Representative) and possible field trip to "Asia" show in Chicago, Illinois. (Vocational Auto)	To let students see educational opportunities that lie in the outside world. To let students see new equipment and advancements in automotive fields.	Speaker - Robert Lamb - School Representative. Product displays and demonstrations.	
Automotives - everything we do is for career activity.	To develop or prepare students for their vocations.	Instructor's background	
Machine Shop and Mechanical Drawing - all career education.			

Career Ed Activity	Purpose of Activity	Resources	Remarks
Hearing Impaired - Since many of our students are involved in the V.E.S.P. program at Vo-Ed, we do a lot of pre-vocational activities here as preparation. How to fill out a personal information sheet, an application for employment, applying for a social security card and license are some of the activities covered. We also teach banking, budgeting and applying basic math skills to daily living skills.		Hopewell, The Money Series; Janus Materials; Scholastic, Real Life Math; various films and visuals	
Informal discussions about individual interests and aptitudes, expectations of employers, and training and skill requirements for specific occupations.	The student will become more aware of his own abilities and interests and how they relate to the job market, as well as expectations of employers and how they relate to finding and keeping a job.	Survival Skill Reading Materials	As an L.D. teacher I work on an individual basis with students who need to learn basic skills for finding and keeping a job.
Read and complete sample job application forms and other coping skills materials, i.e., help wanted ads, etc	The student will improve basic reading and coping skills needed for finding and keeping a job.	Survival Skill Reading Materials, sample forms, newspapers, computer occupation information.	
We have reinforced activities from V.E.S.E.P. program, including personal information sheets, applications information, etc. We are focusing on some independent living skills in terms of money-managing.		Hopewell Money and Work Series; Janus materials - Money Makes Sense, Working Makes Sense. Frank Richards materials; Barnell Loft: Supportive Reading Skills Series.	

SUMMARY OF CAREER EDUCATION ACTIVITIES

ELEMENTARY CAREER EDUCATION

Career acquaintance or awareness occurs in the elementary grades. The emphasis is in helping students gain an awareness of occupations in general and about themselves. Understanding the relationships of the interdependence of jobs, good work attitudes, and varied activities required of particular kinds of jobs are part of our social studies program. Basal textbooks, library materials, audio-visual materials, field trips, resource people, etc., are used to help students gain more information about themselves and the interdependence of man and job occupations.

SECONDARY CAREER EDUCATION

It should be noted that Project Business, which was reported in several junior high schools is not used in all four schools.

At the ninth grade level the general mathematics book in use is based on Career Education. This is also true in Home Economics and Industrial Arts at all grade levels. All secondary schools attempt to make students aware of the careers that the subject being studied prepares the student for.

Counselors and teachers use "Courses Appropriate to Students Interested in Careers," developed by the counseling staff in 1976. The Michigan Occupational Information System (MOIS) is used in all of our secondary libraries.

SPECIAL EDUCATION CAREER EDUCATION

The curriculum for slow learners and other students in special education provides for career education from elementary through senior high school. Readiness activities preparing the student to develop positive work habits and positive attitudes toward work include high standards of work performance, punctuality, reliability, assumption of responsibility and acceptance of constructive criticism. These readiness activities establish a base and an orientation to learning to earn a living.

Learning to earn a living is a persisting life problem which involves the development of essential habits, attitudes, and skills necessary for preparing for, choosing, getting and holding a job, and developing an understanding and knowledge of the basic rights, benefits, and responsibilities associated with becoming a worker.

The most important area in the educational program for slow learners, the learning disabled, the physically handicapped, and the emotionally impaired is that which concerns itself with preparing youth to adjust successfully to the demands of employment. The development of a school program that aids occupational adjustment for these students is a necessity.

Special education students prepare themselves for business, professional, skilled, semi-skilled, service related, or lesser skilled jobs. Consequently, emphasis must be placed on development of pre-vocational and vocational skills from the upper elementary level through senior high school.

Special education students have the opportunity to develop domestic skills at the upper elementary and secondary levels in the program for physically handicapped provided by both occupational therapists and classroom teachers. Classroom teachers in the program for educable mentally impaired provide development of similar skills at the secondary level.

Secondary teachers use the Career Education Workbook Manuals and have received instruction on the use of the Career Related Instruction Training Program, a system of student directed individualized learning packets (modules) primarily designed to teach handicapped students vocational concepts and terminology.

A committee, sponsored by the Calhoun Intermediate School District, developed criteria to be used by the vocational evaluator, a person employed by the Calhoun County Intermediate School District, to coordinate pre-vocational evaluation of students as a prerequisite to entry into the vocational skills program. The vocational evaluator administers the Social and Prevocational Information Battery (SPIB) to all ninth grade special education students. The SPIB contains nine subtests which attempt to profile an inclusive list of five long-range goals for mentally impaired young adults. The goals are:

(1) employability
(2) economic self-sufficiency
(3) family living
(4) personal habits
(5) communication

The intent of the test is to sample the student's knowledge of a number of concepts related to post-vocational training. It is used at this level and at this time to identify individual student needs, so that intense instruction can be directed at deficit areas. A competency check list is used by the teacher at the secondary level to record each student's progress.

The Vocational Evaluation/Simulation Program (VESP) was initiated in the spring of 1980 at the Calhoun Area Vocational Center supported by Federal P.A. 94-142 funds. VESP is a nine week, 1/2-day program extended to eligible special education students to provide information from which recommendations are made for current and future prevocational and vocational program planning. VESP presents students with activities and routines within a simulated work environment which subjects the students to work, work tolerances, work habits and attitudes toward work. Four outcomes result from participation in this environment:

(1) An assessment of prevocational skills with important implications for three broad, long-range goals held for special education students:
   a. daily living skills
   b. economic self-sufficience
   c. employability.

(2) An assessment of vocational skills inherent in many job categories such as dexterity, tool usage, productivity and physical stamina.

(3) Interest related job awareness and exploration.

(4) A systematic observation and identification of work related behaviors and attitudes.

The work traits addressed in the program are intended to be a measure of a student's work personality and how well he matches the requirements of the vocational alternatives he has open to him i.e., competitive employment, sheltered workshop or work activity center.

CAREER EDUCATION STEERING COMMITTEE

1980 - 1981

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